



## William M Reeves Elementary

1003 DuBose School Road  
Summerville, SC 29483

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	898 Students	
<b>Principal</b>	Laura R. Blanchard	843-695-2450
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

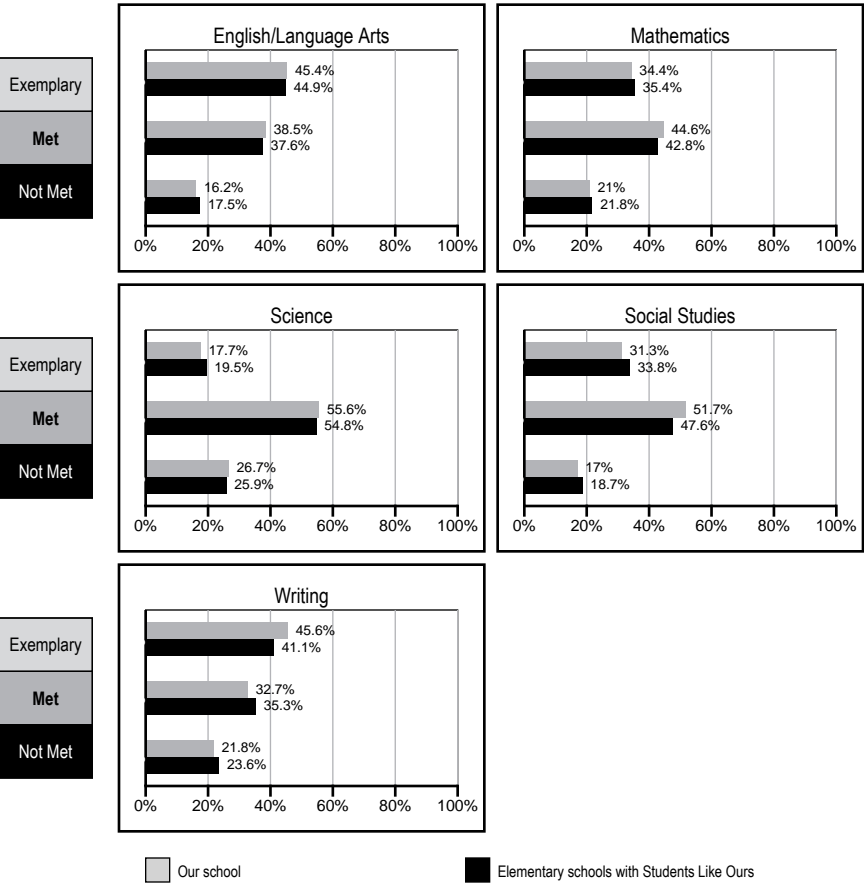
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	34	40	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=898)</b>				
First graders who attended full-day kindergarten	99.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.3%	1.6%	1.9%
Attendance rate	96.3%	Up from 96.2%	96.4%	96.3%
Eligible for gifted and talented	16.6%	Up from 12.9%	15.1%	10.0%
With disabilities other than speech	4.5%	Down from 5.2%	7.2%	7.7%
Older than usual for grade	0.1%	Down from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Down from 2.4%	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	45.9%	Up from 35.1%	61.5%	59.4%
Continuing contract teachers	65.6%	Up from 61.4%	84.0%	80.0%
Teachers with emergency or provisional certificates	1.9%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.8%	85.9%
Teacher attendance rate	95.0%	Up from 94.9%	95.1%	95.1%
Average teacher salary*	\$43,377	Up 3.1%	\$48,384	\$47,149
Professional development days/teacher	17.9 days	Up from 14.7 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.3	4.0
Student-teacher ratio in core subjects	18.0 to 1	No Change	19.4 to 1	18.8 to 1
Prime instructional time	90.2%	No Change	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,425	N/A	\$6,983	\$7,458
Percent of expenditures for instruction**	62.3%	N/A	69.0%	68.8%
Percent of expenditures for teacher salaries**	58.5%	N/A	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty and staff members of Reeves Elementary School are committed to motivating and challenging each student to chart a course for successful learning. Our faculty and student body set high goals for themselves, and we diligently strive to achieve them. We are a PBIS (Positive Behavioral Interventions and Supports) school. We work to foster increased student achievement in a safe, happy learning environment with a focus on rigor, relevance, and relationships. Our Marlins rock! We are Responsible, Organized, and we are working to build Character and Knowledge everyday.

Over 900 students attended Reeves during the 2008-2009 school year. This year, we added classes and four additional learning cottages. Our staff has charted a course for success, and we take deliberate steps each day with the support of our PTA and SIC in order to achieve those goals.

Academic excellence and student achievement are our goals. Teachers participate in Professional Learning Communities to be deliberate about setting each student up for success and to have discussions about student achievement/performance. We use MAP (Measures of Academic Progress) tests in K-5th grades. We also test in our early grades using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) instrument and DRA (Developmental Reading Assessment). These data points give us specific feedback regarding student performance and enable teachers to target the specific needs of our children. Students have continued to participate in PASS-like district-wide writing prompts. We continue to focus on literacy instruction and solid math instruction in our district to further help us achieve our goals for student performance. We have provided small group differentiated instruction through a variety of programs and schedules in kindergarten–3rd grades. We have READ 180 in both 4th and 5th grades. Our district interventionists provide tremendous staff development for our teachers in all content areas.

We have technologically up-to-date computer labs that are utilized by teachers and students on a regular basis to develop PowerPoint presentations, to conduct research, to work in their individual learning portfolios within the Compass program, and to develop computer literacy skills. Each class has a SMARTBoard (interactive whiteboard), an LCD, and a set of Senteo clickers to enhance instruction and learning.

A challenge that we face is the continued growth in student achievement for all of our students with a special focus on sub-categories to include our special needs students, our ESOL (English for Speakers of Other Languages) students, and our minority students. We have seen growth for our students and will continue work to foster the development of our students, both in academic achievement and personal growth. With strong community support and caring parents who support us, we will be successful in our efforts to achieve excellence.

Laura Blanchard, Principal  
Bridget Dewees, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	130	78
Percent satisfied with learning environment	100.0%	89.2%	92.3%
Percent satisfied with social and physical environment	100.0%	93.8%	94.9%
Percent satisfied with school-home relations	98.1%	91.5%	80.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	429	100	15.8	39.2	45	90.6	89.3	82.8	Yes	Yes
<b>Gender</b>										
Male	218	100	18.9	38.8	42.3	89.1	86.4	79.3	N/A	N/A
Female	211	100	12.5	39.6	47.9	92.2	92.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	292	100	10.2	37.5	52.4	93.5	92.9	89.5	Yes	Yes
African American	106	100	30.7	43.2	26.1	80.7	82.3	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	92.3	I/S	I/S
Hispanic	20	100	20	50	30	95	82.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	67.5	27.5	5	40	59.6	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	100	25.6	42.7	31.7	84.8	81.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	429	100	20.9	45	34.1	85.5	85.8	78.9	Yes	Yes
<b>Gender</b>										
Male	218	100	19.9	45.8	34.3	87.1	85.2	77	N/A	N/A
Female	211	100	21.9	44.3	33.9	83.9	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	292	100	14.5	44.7	40.7	89.5	91.5	87.2	Yes	Yes
African American	106	100	44.3	40.9	14.8	70.5	74.4	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.8	93	I/S	I/S
Hispanic	20	100	10	60	30	95	80.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	N/AV	N/AV	N/AV	55	57.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	185	100	31.7	49.4	18.9	79.9	76.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	295	100	27	55.4	17.6	73	75.3	67.5
Gender								
Male	156	100	26.9	51	22.1	73.1	75	67
Female	139	100	27	60.7	12.3	73	75.8	68
Racial/Ethnic Group								
White	202	100	17.5	60.3	22.2	82.5	83.8	79.5
African American	74	100	50	46.7	3.3	50	57	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	11	100	45.5	36.4	18.2	54.5	70.5	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	37.9	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsided meals	124	100	42.1	50.5	7.5	57.9	59.9	55.1

Social Studies

All Students	295	100	17.1	52	30.9	82.9	81.2	72.3
Gender								
Male	143	100	18.8	50	31.3	81.3	80.9	71.5
Female	152	100	15.6	53.9	30.5	84.4	81.4	73.2
Racial/Ethnic Group								
White	198	100	9.7	53.8	36.6	90.3	86.7	80.7
African American	74	100	40	45	15	60	69.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	16	100	12.5	56.3	31.3	87.5	73.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	35	100	50	40.6	9.4	50	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsided meals	134	100	27.7	54.6	17.6	72.3	70.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	423	98.4	21.6	32.7	45.7	78.4	81.7	70.2	96.3	96.2
Gender										
Male	213	98.6	26.5	37	36.5	73.5	76	63.2	96	96.1
Female	210	98.1	16.5	28.4	55.2	83.5	87.5	77.5	96.5	96.3
Racial/Ethnic Group										
White	291	98.6	16.7	31.5	51.8	83.3	86.9	79.1	95.9	96
African American	100	98	36.8	33.3	29.9	63.2	70.9	57.6	97	96.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.6	86.2	95.8	97.1
Hispanic	22	95.5	19	42.9	38.1	81	78.9	62.6	97.2	96.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	88.4	68.7	97.2	95.8
Disability Status										
Disabled	42	88.1	N/AV	N/AV	N/AV	22.2	37.7	26.1	94.3	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.2	61.2	97.4	96.3
Socio-Economic Status										
Subsidized meals	180	99.4	35.3	35.9	28.7	64.7	70.2	58.9	96.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	126	100	14.2	29.2	56.7	85.8
	4	161	100	20.3	38.5	41.3	79.7
	5	142	100	12.3	49.2	38.5	87.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	126	100	30	33.3	36.7	70
	4	161	100	15.4	47.6	37.1	84.6
	5	142	100	18.5	53.1	28.5	81.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	24.1	43.1	32.8	75.9
	4	161	100	29.4	59.4	11.2	70.6
	5	71	100	24.2	57.6	18.2	75.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	63	100	22.6	38.7	38.7	77.4
	4	161	100	16.1	57.3	26.6	83.9
	5	71	100	14.1	53.1	32.8	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	124	99.2	32.2	26.4	41.3	67.8
	4	157	98.1	22.4	36.4	41.3	77.6
	5	142	97.9	10.8	34.6	54.6	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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